



At Spring Meadow, we want to ensure that all children receive high quality positive and meaningful feedback. We aim to ensure pupils learning is improved, and that they are able to develop their self-confidence and self-esteem as a result. The aim of this process is to develop independence so children can self-mark so they recognise their own errors. Marking should be clear and purposeful. It needs to help children identify what they can do to improve, refer to targets set and support overall progress. Responses to work in books should be a combination of written and verbal comments on how children can progress. It is important for the teacher to identify and establish whether a child has made a simple mistake/error or if there is a misconception that must be re-taught so a child learns the required skill.

KS1

All written work produced in books will include feedback which adheres to the following guidelines:

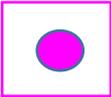
- Marking will be completed predominantly by the teacher, following the marking policy. Cover staff must write HLTA/SUP to indicate who taught the lesson and mark the work if requested by the class teacher in line with the marking policy.
- Where the **learning objective has been met, it will be ticked by the adult in GREEN PEN.**
- (In Y1/LA children, one word will be written to indicate focus of lesson and this will be ticked to indicate success against the L.O.)
- There may be a positive comment which refers specifically to learning that has taken place during that lesson this will be written in **GREEN PEN.**
- **Up to three positive elements should be marked by underlining the maths or science procedure, word or phrase in GREEN PEN. (no 'spray praise' – e.g. well done, good, excellent)**
- There may be a written comment to ask a child to improve something or refer to a specific target that the child has and they must go back and edit. This will be written in **PINK PEN.** In maths or science it may be useful to bracket off the area you wish the child to go back and look at to find the error themselves.
- Visual error codes will be used to give editing feedback alongside comments written at an age appropriate level (see Appendix 1). These will be written in **PINK PEN** to support the children in identifying where changes need to be made.
- Where visual codes are used they will be recorded in the margin. They will be written on the same line as the child's mistake in **PINK PEN.** Initially, the mistake will be underlined in **PINK** by the teacher to indicate where it is. As the pupils become more confident with spotting their mistakes, they will be guided only by the symbol within the page margin.
- Work that has been completed independently or as part of guided group will be identified using a visual code for teacher use only.
- A visual code will be used when verbal feedback has been given, and a discussion with the pupil has taken place with regards to their learning.
- Pupils will be given time to respond to both written and verbal feedback using a **PURPLE** response pen that they should use so that it is clear where they have responded.
- Every child will produce a final end of half term piece of writing which will be used to decide on targets for the next half term.

Self-Assessment – evaluating, editing, drafting

- Pupils should mark and edit their work when making any changes using a **PURPLE** response pen.
- At the drafting stage of an extended piece of writing, teachers should give generic advice in order for the pupils to evaluate and edit their own work. Detailed marking will then take place once the work has been completed.

At the end of every lesson at Spring Meadow we...

- Always leave books open at the end of each lesson ready to be 'marked'.
- Always complete a visual check of recorded pupil outcomes and mark in line with agreed policy.
- Always assess against the learning intention and sort books into groups for learning in the following lesson.
- Provide feedback for the child so they can edit/improve using a **PURPLE PEN.**
- Reflect and consider the suitability of the next lesson for meeting the current needs of the children.
- Adapt and change the next lesson based on our marking, regardless of the type of marking that has taken place.

	Mark the Learning objective with a Green Tick (mark if this has been achieved)
c	Missing capital letter
P . P ? P !	Punctuation error – record which one
sp	Check your spelling – common exception words only
	Finger spaces too squashed
V (placed where the word is missing)	Missing words
VF	Verbal Feedback given
G T/GTA	Guided Group (teacher/TA)
I	Independent Work
HLTA/SUP	If the work is marked by HLTA/Supply cover staff
SPECIFIC MATHS MARKING CODE	
	Find out the error in this area yourself. Explain what you have discovered